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TEACHING REFORM OF SOCIALIST POLITICAL ECONOMY WITH CHINESE CHARACTERISTICS: THEORETICAL INNOVATIONS AND PRACTICAL APPROACHES

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Abstract: This paper examines the current status, challenges, and strategies for teaching reform of Socialist Political Economy with Chinese Characteristics (SPECC) in higher education institutions. Drawing on extensive literature review and case analysis, it explores the theoretical foundations, pedagogical innovations, and implementation pathways for comprehensive teaching reform. The study identifies key challenges including content fragmentation, methodological limitations, faculty development constraints, and student engagement difficulties. The paper proposes a multi-dimensional reform framework encompassing content system reconstruction centered on "new quality productive forces," innovative teaching methodologies integrating digital technologies with interactive pedagogies, and comprehensive evaluation systems. Through international comparative analysis and case studies of successful reforms, the research highlights the dialectical relationship between theoretical innovation and teaching practice as fundamental to effective reform. The findings contribute to SPECC disciplinary construction and broader economics education reform while offering practical strategies for enhancing teaching effectiveness. The paper concludes by identifying research limitations and proposing future directions for continued improvement of SPECC teaching quality.
Keywords: Socialist Political Economy with Chinese Characteristics; Teaching reform; New quality productive forces; Course innovation; Teaching methods; Curriculum system

1 INTRODUCTION AND LITERATURE REVIEW

1.1 Research Background and Significance

The teaching of Socialist Political Economy with Chinese Characteristics (SPECC) occupies a pivotal position in China's higher education system, serving as both a fundamental theoretical course and an essential component of ideological education. As a symbolic concept of Socialist Political Economy with Chinese Characteristics, "new quality productive forces" represents a significant theoretical innovation in the Chinese contextualization and modernization of Marxist political economy[1]. This concept encapsulates the profound transformation in productive elements and their combinations, directly connecting to innovation-driven, high-quality development in the new era. The strategic importance of SPECC courses lies in their unique capacity to interpret China's economic development through a theoretical framework that integrates Marxist fundamentals with Chinese practical innovations, providing intellectual resources for understanding China's distinctive modernization path.

In the context of accelerating global changes unseen in a century, the reformation of SPECC teaching has become increasingly urgent. Current SPECC courses face multiple challenges, including shortcomings in faculty development, misalignments in course positioning, fragmentation in teaching content, and outdated teaching methodologies that fail to resonate with contemporary students' learning habits and preferences[2]. These issues have diminished the appeal and effectiveness of political economy education among younger generations. The necessity for teaching reform stems from the recognition that SPECC plays a crucial role in higher education while simultaneously confronting challenges such as unclear positioning, incomplete theoretical systems, and a scarcity of authoritative teaching materials that comprehensively capture recent theoretical innovations[3].

The emergence of artificial intelligence has further transformed the landscape of political economy education, necessitating new interpretations of Marx's integrated labor-education concept[4-7]. This technological revolution demands corresponding innovations in teaching approaches that can accommodate the changing nature of production relations and economic activities. Moreover, as China continues to deepen its reform and opening-up policy, there is an imperative to develop a political economy discourse system that effectively communicates Chinese economic theories and practices to both domestic and international audiences.

1.2 Theoretical Foundation

The theoretical foundation of SPECC teaching reform is multifaceted, encompassing classical Marxist principles, contemporary Chinese theoretical innovations, and pedagogical advances. SPECC is firmly situated within theoretical economics, focusing on the contradictory movements between productive forces and production relations, economic base and superstructure within socialist modernization economic construction [8]. Its research mainline pursues the coordinated unity of social equity and market efficiency – a distinctive feature that differentiates it from both traditional Marxist political economy and Western mainstream economics.

The concept of "new quality productive forces" – analyzed through contextual, etymological, and lexical interpretations – has become a cornerstone of SPECC theoretical innovation [1]. This concept reflects innovative characteristics including technological dominance and innovation-driven development, representing new heights and directions in productive force development. This theoretical breakthrough provides fertile ground for teaching reform, offering possibilities for curriculum updates that integrate cutting-edge theoretical developments with practical applications.

Advancing SPECC teaching reform necessitates deep comprehension of the internal logic of Xi Jinping's economic thought in the new era[9]. This theoretical framework serves as the guiding principle for constructing Chinese economics as a discipline with its own integrity and coherence. The incorporation of Xi's economic thought into teaching content represents not merely an update of materials but a fundamental recalibration of theoretical orientation.

The construction of SPECC's theoretical system requires maintaining Marxist political economy's guiding position and reflecting its general laws while simultaneously incorporating scientifically sound elements from Western economics [10]. This process entails transformations from practice to theory, from fragments to systems, from margins to mainstream, and from local to global contexts, ultimately achieving autonomous innovation and development of Chinese economics.

From the perspective of new quality productive forces, the historical evolution of SPECC's theoretical system demonstrates continuous development[11]. The contemporary theoretical system should adopt new quality productive forces and their corresponding new production relations as research objects, with social equity and market efficiency unity as the research mainline. This comprehensive framework encompasses theories of new production modes, economic systems, production, distribution, exchange, consumption, macroeconomics, and economic globalization, providing a systematic theoretical basis for curriculum development.

1.3 Current Research Status

Research on SPECC teaching reform exhibits significant diversity in both focus and methodology, reflecting the multidimensional nature of this field. Studies examining ideological and political teaching reform of SPECC courses emphasize the objective of enhancing students' ideological-political literacy alongside academic research capabilities, achieving organic integration between ideological education and specialized knowlem measures including content reconstruction, teaching model innovations, and evaluation system improvements. Survey research conducted in Beijing universities reveals a troubling decline in Marxist political economy's influence and recognition among youth[14]. This phenomenon stems from multiple factors, including the historical impact of the Soviet Union and Eastern European transitions and the practical influence of China's socioeconomic system transformation. Such empirical studies provide crucial data for understanding the reception of SPECC among students, highlighting areas requiring urgent attention in teaching reform.

Case studies of specific institutional reforms, such as Northwest University's Economic Management College's SPECC course, offer valuable insights into practical implementation[15]. These studies document course development trajectories, teaching objectives, and persistent challenges. The five-dimensional teaching reform innovations implemented – optimizing teaching content, innovating teaching methods, extending teaching models, empowering ideological education, and enhancing teaching evaluation – demonstrate comprehensive approaches to course improvement with measurable outcomes.

International comparative research remains relatively underdeveloped, with limited systematic analyses of Western economic teaching models or political economy education in other developing countries. This represents a significant research gap, as comparative perspectives could provide valuable references for SPECC teaching innovation. Additionally, while theoretical studies abound, empirical research employing rigorous quantitative methodologies to evaluate teaching effectiveness remains scarce.

Research on constructing autonomous knowledge systems for Chinese economics acknowledges SPECC's central position[16]. Studies have reviewed the construction history, including content foundations, methodological approaches, and specific measures. Research on SPECC's theoretical system construction encompasses methodological, academic, disciplinary, and discourse systems, providing comprehensive frameworks for teaching reform.

The intersection of technological innovation and SPECC teaching represents an emerging research frontier. Studies exploring the political economy implications of integrating education and labor in the artificial intelligence era have analyzed new economic interpretations of this integration, including satisfying high-level productive force growth requirements, overcoming capital's narrowness through educational initiative, and breaking traditional division of labor boundaries[4]. These studies expand the research horizon for SPECC teaching reform, offering theoretical perspectives for incorporating contemporary technological developments into curriculum design.

2 CURRENT TEACHING STATUS AND PROBLEM ANALYSIS

2.1 Assessment of Teaching Content System

The current SPECC teaching content system exhibits several structural weaknesses that undermine its effectiveness and relevance. A fundamental issue concerns the fragmentation of teaching content, which fails to present a coherent theoretical framework[17]. This fragmentation manifests as disconnected knowledge points that students struggle to

integrate into a comprehensive understanding of China's economic development and theoretical innovations. The resulting learning experience often emphasizes memorization over comprehension, diminishing both intellectual engagement and practical application value.

The currency and frontier nature of teaching content face significant challenges regarding the timely incorporation of theoretical breakthroughs. Despite the directive to incorporate Xi Jinping's economic thought into teaching content, implementation often lags behind theoretical developments, creating a gap between classroom instruction and evolving economic thought[17]. This temporal disconnect is particularly problematic for a discipline that aims to interpret contemporary economic phenomena and policy orientations.

Content updating delays represent another persistent issue, with many courses continuing to rely on outdated materials that fail to reflect China's rapid economic transformation and theoretical innovations. The dynamism of China's economy—characterized by emerging sectors, innovative governance mechanisms, and evolving international economic relationships—demands correspondingly dynamic teaching content that can capture these developments in real-time. The absence of such timely updates diminishes the relevance of course materials to students' lived experiences and career aspirations.

The inadequacy of authoritative textbooks constitutes a significant obstacle to teaching quality improvement[3]. Current SPECC textbooks often suffer from theoretical inconsistencies, insufficient case examples, and limited integration of contemporary research findings. This textbook deficiency creates substantial challenges for instructors attempting to deliver coherent and compelling course content, while simultaneously complicating students' self-directed learning efforts.

The representation of "new quality productive forces" as a symbolic concept remains underdeveloped in many course materials, despite its centrality to contemporary SPECC theoretical frameworks[1]. This conceptual underrepresentation reflects broader challenges in translating abstract theoretical innovations into accessible teaching content that resonates with students' understanding of economic realities and future developmental trajectories.

2.2 Status of Teaching Methods and Approaches

Current SPECC teaching methodologies exhibit significant limitations that constrain learning outcomes and student engagement. The predominance of traditional lecture-based instruction, characterized by one-way knowledge transmission, fails to activate students' initiative or cultivate critical thinking abilities essential for economic analysis[17]. This methodological monotony contradicts contemporary pedagogical principles that emphasize interactive learning, student agency, and skills development alongside knowledge acquisition.

The integration of information technology into SPECC teaching remains superficial in many institutions, often limited to presentation software without leveraging more sophisticated digital tools for simulation, data analysis, or collaborative learning. This technological underutilization represents a missed opportunity to enhance visualization of complex economic concepts, facilitate interactive learning experiences, and develop students' digital literacy within disciplinary contexts.

The design and implementation of practical teaching components frequently lack systematic planning and effective execution. While case-based teaching has gained recognition, many case studies remain theoretical and detached from contemporary economic realities, failing to bridge the gap between abstract principles and concrete applications[3]. This practice-theory disconnect undermines students' ability to apply theoretical knowledge to real-world economic analysis and problem-solving.

The potential of labor-education integration in the artificial intelligence era remains largely unexplored in current teaching approaches. Despite the theoretical recognition of education-led, enterprise-led, and individual-led integration models, classroom implementation remains limited[4]. This represents a significant missed opportunity to prepare students for economic transformations driven by technological innovation and changing labor markets.

Assessment methodologies continue to overemphasize summative evaluation through traditional examinations, with insufficient attention to process-oriented evaluation that could better capture students' analytical abilities, critical thinking development, and practical application skills. This assessment imbalance reinforces memorization-oriented learning behaviors at the expense of deeper engagement with economic theories and principles.

2.3 Core Problems and Challenges

The fundamental challenges confronting SPECC teaching reform encompass interconnected systemic, institutional, and pedagogical dimensions. Ambiguous course positioning represents a foundational issue, with uncertainty regarding whether SPECC should function primarily as a theoretical economics course or an ideological education course[3]. This positioning ambiguity generates confusion regarding course objectives, content selection, teaching methodologies, and evaluation criteria, ultimately undermining coherent curriculum design and implementation.

Faculty development constraints constitute a critical bottleneck for teaching quality improvement. Many instructors lack comprehensive understanding of both classical Marxist political economy and contemporary Chinese theoretical innovations, while simultaneously struggling with outdated teaching methodologies[17]. This dual deficiency in subject matter expertise and pedagogical skill inhibits effective knowledge transmission and student engagement, particularly for complex theoretical concepts that require sophisticated explanation and contextual application.

The declining influence and recognition of Marxist political economy among youth presents a profound challenge for

student engagement[14]. This phenomenon manifests as diminished interest in course content, skepticism regarding theoretical relevance, and limited application of political economy frameworks to contemporary economic analysis. Addressing this recognition deficit requires fundamental reconsideration of how SPECC is presented to students and connected to their intellectual interests and professional aspirations.

The incomplete construction of an autonomous knowledge system for Chinese economics creates theoretical ambiguities that complicate teaching efforts[16]. Without clearly articulated methodological approaches, academic frameworks, disciplinary boundaries, and discourse systems, instructors lack coherent organizing principles for course design and content selection. This theoretical underdevelopment generates cascading effects throughout the teaching process, from textbook compilation to classroom instruction and student assessment.

The tension between maintaining Marxist political economy's guiding position while incorporating Western economic theories creates intellectual and pedagogical challenges[10]. Instructors must navigate complex theoretical terrain involving competing paradigms, methodological approaches, and analytical frameworks, while simultaneously constructing coherent narratives that students can comprehend and apply. This theoretical integration challenge is particularly acute when addressing contemporary economic phenomena that transcend traditional disciplinary boundaries.

Insufficient clarity regarding research objects and mainlines generates conceptual confusion that permeates teaching content[8]. When fundamental questions concerning SPECC's focus on contradictory movements between productive forces and production relations or the unity of social equity and market efficiency remain inadequately theorized, classroom instruction inevitably reflects these ambiguities. This conceptual cloudiness impedes students' ability to grasp core principles and apply them to economic analysis.

The challenge of integrating educational theory into SPECC teaching represents another significant dimension. Contemporary understanding of education's role in enhancing citizens' comprehensive qualities, promoting human development, and advancing national rejuvenation offers valuable perspectives for SPECC teaching reform[18]. However, operationalizing these educational principles within specific course contexts requires theoretical innovations and practical experimentation that many institutions have yet to undertake.

The multifaceted challenges confronting SPECC teaching reform necessitate comprehensive responses that address theoretical foundations, institutional structures, faculty capabilities, teaching methodologies, and student engagement simultaneously. These interconnected dimensions cannot be effectively addressed through piecemeal interventions but require systematic approaches that recognize their interdependencies and cumulative effects on teaching and learning outcomes.

3 TEACHING REFORM STRATEGIES AND IMPLEMENTATION PATH

3.1 Reconstruction of Course Content System

The reconstruction of SPECC course content demands a systematic approach rooted in theoretical innovation while maintaining practical relevance. Central to this reformation is the establishment of "new quality productive forces" as the organizational nexus of the curriculum structure[1]. This reformulation necessitates a comprehensive reassessment of traditional content sequencing, transitioning from chronological or purely theoretical arrangements toward problem-oriented, thematic structures that illuminate contemporary economic phenomena. The restructured content system must manifest threefold integration: vertical integration connecting theoretical foundations with frontier developments, horizontal integration synthesizing diverse disciplinary perspectives, and practical integration linking abstract principles with concrete applications.

Effective content reconstruction requires meticulous incorporation of Xi Jinping's economic thought as the guiding framework for interpreting China's economic development path[9]. This incorporation transcends superficial references, instead necessitating fundamental reconceptualization of core economic categories through this theoretical lens. The implementation must systematically address production, distribution, exchange, consumption, and macroeconomic governance within new theoretical paradigms that reflect China's distinctive economic practices. This theoretical reorientation facilitates students' comprehension of China's economic achievements while providing analytical tools for addressing contemporary challenges.

The integration of China's socialist market economy practices into course content represents another crucial dimension of reconstruction. Case repositories documenting China's economic governance innovations—ranging from poverty alleviation mechanisms to dual-circulation strategies and ecological civilization construction—provide vital materials for connecting theoretical principles with empirical realities. These cases must undergo careful pedagogical processing, transforming complex economic phenomena into accessible learning materials that stimulate analytical thinking while reinforcing theoretical comprehension.

Interdisciplinary knowledge integration constitutes a fundamental requirement for content reconstruction, reflecting the multidimensional nature of contemporary economic challenges. This integration encompasses technological perspectives examining digital transformation impacts, sociological analyses of economic behavior determinants, historical contextualization of economic system evolution, and philosophical examinations of value orientations underpinning economic decision-making[16]. This interdisciplinary approach enriches students' analytical capabilities while demonstrating SPECC's explanatory power across diverse domains.

The strategic incorporation of ideological education elements within course content represents both a distinctive feature

and continuing challenge for SPECC teaching reform[2]. This incorporation demands sophisticated curriculum design that seamlessly integrates value orientation with knowledge transmission, avoiding artificial separation between theoretical analysis and normative considerations. Effective implementation requires identifying natural connection points between economic theories and core socialist values, demonstrating how theoretical frameworks inform ethical judgments regarding resource allocation, distributive justice, and development priorities.

Textbook development represents a crucial mechanism for content reconstruction, requiring collaborative engagement among theoretical researchers, experienced educators, and economic practitioners[3]. Next-generation SPECC textbooks must transcend traditional formats, incorporating multi-media resources, interactive elements, and regularly updated digital supplements that capture emerging economic developments. These materials should facilitate diverse pedagogical approaches, supporting both instructor-led exploration and student-initiated inquiry through carefully structured learning sequences and supplementary resources.

3.2 Innovative Teaching Methods and Models

The innovation of SPECC teaching methodologies necessitates fundamental reconceptualization of educational approaches, transcending superficial technique adjustments to establish new pedagogical paradigms. The integration of scientific research with educational practice — exemplified by the "integration of science and education, unity of learning and research" model — represents a transformative approach that reconstitutes the relationship between knowledge production and transmission[15]. This model incorporates students into authentic research activities, transforming classrooms into laboratories where economic theories undergo critical examination against empirical evidence. The implementation of this approach requires restructuring course activities around collaborative investigation of economic phenomena, with instructors guiding methodological application while encouraging theoretical reexamination based on research findings.

Digital transformation of teaching represents another critical frontier, extending beyond technology utilization to fundamental reconceptualization of learning environments and interactions. Advanced applications include big data analyses of economic trends, augmented reality visualizations of complex economic relationships, simulated policy implementation environments, and artificial intelligence-assisted personalized learning pathways. These digital tools facilitate cognitive scaffolding that enables students to progressively engage with increasingly complex theoretical concepts through interactive exploration rather than passive reception.

Case-based and problem-oriented teaching methodologies constitute essential components of pedagogical innovation, transforming abstract theories into analytical frameworks for addressing concrete economic challenges. Effective implementation requires rigorous case development addressing multiple dimensions: theoretical relevance connecting case materials with core concepts, analytical complexity demanding sophisticated application of theoretical principles, contemporary relevance reflecting current economic conditions, and pedagogical accessibility ensuring student engagement[3]. The sequencing of case progression throughout the curriculum—from structured analyses with explicit theoretical connections to open-ended explorations requiring independent theoretical application — facilitates progressive development of students' analytical capabilities.

The implementation of labor-education integration in the artificial intelligence era represents an emerging frontier in SPECC teaching innovation. This approach transcends traditional internship models, instead establishing ongoing dialogical relationships between classroom learning and workplace application[4]. Implementation modalities include education-led integration through simulation environments and project-based learning, enterprise-led integration through collaborative industry-academia platforms addressing real-world economic challenges, and individual-led integration through entrepreneurial initiatives applying theoretical knowledge to market opportunities. These diverse integration pathways accommodate varied learning preferences while demonstrating economic theories' practical relevance across multiple contexts.

Classroom discourse transformation represents another crucial dimension of methodological innovation, transitioning from unidirectional knowledge transmission toward multidirectional dialogue engaging diverse perspectives. This transformation encompasses discussion protocols that encourage critical examination of economic assumptions, debate structures that illuminate competing theoretical interpretations, and collaborative problem-solving exercises that demonstrate complementary theoretical applications. The instructor's role evolves from authoritative knowledge provider to discussion facilitator, guiding conceptual exploration while encouraging independent analytical development.

Assessment innovation constitutes an essential component of teaching methodology transformation, aligning evaluation practices with desired learning outcomes. Innovative assessment approaches include economic analysis portfolios documenting theoretical application across diverse contexts, research projects examining contemporary economic phenomena through multiple theoretical lenses, policy briefs applying theoretical frameworks to specific economic challenges, and multimedia presentations translating complex economic concepts for non-specialist audiences[2]. These varied assessment modalities evaluate not merely knowledge acquisition but analytical capability, theoretical application, and communication proficiency — skills essential for translating economic understanding into practical implementation.

3.3 Teaching Evaluation and Quality Assurance

The establishment of multidimensional evaluation systems represents a cornerstone of SPECC teaching reform, requiring indicators that comprehensively capture teaching and learning processes. Effective evaluation frameworks must address multiple domains: cognitive development measuring theoretical comprehension and analytical application, skill acquisition assessing research capabilities and practical implementation, and value orientation examining ethical reasoning and social responsibility[18]. These frameworks necessitate diverse evaluation methodologies, including standardized assessments examining theoretical understanding, performance tasks demonstrating analytical application, and longitudinal studies tracking developmental trajectories across academic programs.

The integration of process-oriented and outcome-based evaluation approaches enables comprehensive assessment of educational effectiveness. Process evaluation examines learning behaviors, engagement patterns, and developmental progression, providing formative feedback that guides ongoing improvement. Outcome evaluation measures terminal achievements against predetermined standards, assessing program effectiveness while identifying systemic strengths and weaknesses. The strategic combination of these approaches — through mechanisms like learning portfolios documenting developmental progression alongside standardized assessments establishing comparative benchmarks — provides multifaceted evidence regarding educational effectiveness.

Stakeholder engagement in evaluation represents another crucial dimension, incorporating perspectives from students, instructors, administrators, employers, and policymakers. Student evaluations provide critical feedback regarding instructional clarity, engagement effectiveness, and perceived relevance, while instructor reflections identify implementation challenges and improvement opportunities. Employer assessments regarding graduates' capabilities offer valuable insights into curriculum relevance, while policymaker perspectives illuminate alignment with national development priorities. Systematic triangulation across these diverse stakeholder perspectives generates comprehensive understanding of program effectiveness across multiple dimensions.

Quality assurance mechanisms must establish continuous improvement cycles that transform evaluation findings into concrete enhancements. These mechanisms encompass regular curriculum review processes examining content currency and coherence, teaching consultation services supporting instructional development, resource allocation systems prioritizing identified improvement needs, and communication structures ensuring evaluation findings inform institutional decision-making[15]. Effective implementation requires institutional cultures that value evidence-based improvement, administrative structures supporting enhancement initiatives, and professional development opportunities building capacity for instructional innovation.

Digital technologies offer powerful tools for enhancing evaluation precision and efficiency. Learning analytics systems examining engagement patterns and performance indicators can identify intervention opportunities before serious academic difficulties manifest. Automated feedback mechanisms provide immediate guidance regarding conceptual understanding, while digital portfolios facilitate documentation of learning progression across courses and semesters. These technological tools enable data-driven decision-making regarding curriculum enhancements, instructional modifications, and support service development based on empirical evidence rather than anecdotal impressions.

Cross-institutional quality benchmarking facilitates continuous improvement through comparative analysis and best practice identification. These benchmarking initiatives can examine multiple dimensions: curriculum structures identifying optimal content organization, pedagogical approaches assessing instructional effectiveness, assessment systems evaluating learning outcome measurement, and support services examining resource utilization efficiency. Collaborative benchmarking networks — sharing evaluation methodologies, aggregating performance data, and disseminating effective practices—create improvement ecosystems transcending individual institutional boundaries.

4 INTERNATIONAL COMPARISON AND EXPERIENCE REFERENCE

4.1 Analysis of Western Economics Teaching Models

Western economics teaching models exhibit distinctive characteristics regarding curriculum structure, pedagogical approaches, and disciplinary boundaries that offer both contrasts and complementarities with SPECC education. Mainstream economics programs in Western institutions typically emphasize sequential progression from foundational microeconomic and macroeconomic theory through increasingly specialized applications, culminating in advanced modeling techniques and empirical methodologies. This structure reflects disciplinary epistemologies prioritizing mathematical formalization and empirical verification within relatively narrow theoretical frameworks, contrasting with SPECC's broader integration of historical, philosophical, and sociological dimensions within economic analysis.

Pedagogical innovations in leading Western institutions demonstrate increasing emphasis on active learning methodologies that SPECC education might selectively adapt. Flipped classroom approaches—where content delivery occurs through pre-class materials while classroom sessions focus on application and problem-solving — maximize interaction opportunities while developing analytical capabilities. Simulation environments modeling market dynamics or policy implementation create experiential learning opportunities that concretize abstract theoretical concepts. Team-based learning structures developing collaborative problem-solving capabilities reflect workplace realities where economic analysis typically occurs within multidisciplinary groups rather than isolated individual efforts.

The status and characteristics of political economy courses within Western higher education present a complex landscape with potential insights for SPECC teaching reform. In mainstream economics departments, political economy frequently occupies peripheral curricular positions, often framed as heterodox perspectives or historical approaches rather than core analytical frameworks. However, interdisciplinary programs — particularly in development studies,

public policy, and international relations — often incorporate political economy perspectives as central analytical frameworks for examining institutional arrangements and power dynamics underlying economic outcomes. This disciplinary positioning contrast highlights challenges and opportunities for establishing SPECC's distinctive identity within broader economics education.

Evaluation methodologies within Western economics education have evolved substantially, increasingly emphasizing authentic assessment approaches that SPECC teaching might productively adapt. These approaches include policy analysis briefs applying theoretical frameworks to contemporary challenges, economic research projects demonstrating methodological application, and integrative examinations requiring synthesis across multiple theoretical domains. These assessment innovations move beyond knowledge reproduction toward evaluation of analytical capabilities, theoretical application, and communication proficiency — competencies increasingly recognized as essential for effective translation of economic understanding into practical implementation.

Textbook design and resource development practices within Western economics education offer instructive contrasts with current SPECC materials. Leading economics textbooks typically feature progressive complexity sequencing, extensive visualization of abstract concepts, integrated contemporary case applications, and robust digital supplements supporting diverse learning modalities. Additionally, open educational resource initiatives have created collaborative platforms for developing, refining, and distributing economics teaching materials that accelerate pedagogical innovation while reducing student costs. These approaches suggest potential directions for SPECC textbook development that maintains theoretical distinctiveness while incorporating effective instructional design principles.

The digital transformation of economics education in Western institutions provides reference points for technological integration within SPECC teaching. Advanced applications include economic data visualization platforms enabling interactive exploration of statistical relationships, simulation environments allowing manipulation of economic variables with immediate feedback regarding systemic effects, and collaborative analytical tools facilitating group examination of complex economic phenomena. These technological innovations demonstrate possibilities for enhancing conceptual understanding through interactive engagement that complements traditional instructional approaches.

4.2 Teaching Experience of Political Economy in Developing Countries

Developing countries' political economy teaching experiences offer particularly relevant insights for SPECC education given partially shared challenges regarding theoretical autonomy and contextual relevance. Latin American institutions have developed distinctive approaches synthesizing dependency theory, structuralism, and institutional economics to analyze regional development trajectories, creating theoretical frameworks that acknowledge global economic constraints while identifying policy spaces for autonomous development strategies. These synthetic approaches demonstrate possibilities for theoretical integration that maintains critical perspectives while engaging pragmatically with international economic realities.

African higher education institutions face significant challenges regarding political economy curriculum development, navigating tensions between colonial intellectual legacies, indigenous knowledge systems, and contemporary global economic integration. Innovative programs have developed hybrid approaches integrating classical political economy analyses of resource extraction and labor exploitation with African philosophical frameworks emphasizing communal values and ecological sustainability. These integration efforts provide instructive examples of negotiating theoretical diversity while maintaining analytical coherence—a challenge similarly confronting SPECC teaching as it integrates Marxist fundamentals with Chinese innovations.

Indian political economy education demonstrates distinctive approaches to integrating diverse theoretical traditions while addressing complex development challenges. Programs frequently combine classical political economy analyses of structural transformation with Gandhian perspectives on decentralized development and contemporary examinations of digital economy dynamics. This theoretical pluralism creates analytical flexibility addressing India's heterogeneous economic landscape, demonstrating how multiple theoretical frameworks can complement rather than contradict one another when examining multidimensional development processes.

South-South collaborative initiatives in political economy education offer promising models for international exchange that maintains theoretical autonomy while facilitating mutual learning. These initiatives include joint curriculum development projects integrating diverse regional perspectives, faculty exchange programs enhancing comparative analytical capabilities, and collaborative research networks examining shared development challenges through multiple theoretical lenses. These cooperation frameworks suggest possibilities for international engagement that enriches SPECC teaching while preserving its distinctive theoretical orientation.

Localization strategies for political economy teaching materials demonstrate innovative approaches to contextual relevance that may inform SPECC textbook development. These strategies include collaborative case development involving local researchers documenting regional economic phenomena, modular textbook structures allowing strategic incorporation of context-specific materials, and supplementary resource collections providing regional applications of theoretical principles. These approaches facilitate theoretical coherence across institutions while enabling contextual adaptation reflecting diverse economic conditions and development priorities.

Pedagogical innovations addressing resource limitations represent another area where developing countries' experiences offer relevant insights for SPECC teaching enhancement. These innovations include problem-based learning approaches requiring minimal technological infrastructure while developing analytical capabilities, collaborative learning structures leveraging student diversity as an educational resource, and community-engaged projects connecting classroom learning

with local economic challenges. These methodological adaptations demonstrate possibilities for educational effectiveness despite resource constraints through strategic alignment of pedagogical approaches with available infrastructural support.

4.3 Construction of Teaching Model with Chinese Characteristics

The construction of a teaching model with Chinese characteristics necessitates theoretical confidence and discourse system development that articulates SPECC's distinctive contributions to global economic understanding[10]. This construction process requires sophisticated navigation between theoretical fidelity and innovative development, maintaining Marxist political economy's foundational principles while incorporating insights from China's unprecedented development experience. Implementation strategies include theoretical comparison seminars illuminating distinctive SPECC analytical frameworks, contemporary application exercises demonstrating explanatory power regarding China's economic governance innovations, and global challenge analyses showcasing SPECC's potential contributions to addressing shared international concerns.

The integration of Chinese and Western approaches requires careful discernment regarding complementary versus contradictory theoretical elements. Productive integration identifies conceptual bridges connecting apparently divergent traditions — such as Chinese emphasis on government-market coordination complementing Western institutional economics' focus on organizational arrangements, or SPECC analyses of unbalanced development paralleling heterodox Western perspectives on structural transformation[16]. Implementation approaches include comparative theoretical analyses identifying convergent analytical insights, methodological synthesis combining quantitative modeling with institutional analysis, and integrative case examinations analyzing economic phenomena through multiple theoretical lenses.

The global contextualization of Chinese characteristics represents another crucial dimension of teaching model construction, positioning SPECC within international debates regarding development strategies, economic governance, and systemic reform. This contextualization demonstrates how China's theoretical innovations address limitations in existing economic paradigms while offering potential solutions to persistent global challenges including development inequality, environmental sustainability, and technological governance. Implementation approaches include comparative development pathway analyses, governance model evaluations across diverse institutional contexts, and reform experience examinations identifying generalizable insights with potential international applications.

The development of distinctive pedagogical approaches reflecting Chinese educational traditions represents another aspect of teaching model construction. These approaches may incorporate elements from traditional Chinese pedagogy, including dialectical reasoning emphasizing interconnected opposites, progressive knowledge disclosure based on learner developmental readiness, and exemplar-based instruction demonstrating theoretical application through model cases[10]. These traditional approaches, strategically integrated with contemporary educational science, create distinctive pedagogical frameworks aligned with SPECC's theoretical orientation while effectively engaging current students.

International communication capabilities constitute an essential component of teaching models with Chinese characteristics, preparing students to articulate SPECC perspectives within global dialogues. These capabilities encompass bilingual facility with economic terminology, cross-cultural translation skills connecting Chinese concepts with international discourse, and comparative analytical frameworks contextualizing Chinese approaches within global debates. Development strategies include bilingual teaching components, international case comparisons, and simulated policy dialogues requiring articulation of Chinese perspectives to diverse audiences.

Pedagogical experimentation zones provide institutional spaces for developing and refining teaching models with Chinese characteristics before broader implementation. These experimental initiatives — operating with temporary exemptions from standard curricular requirements and evaluation metrics — enable innovative approaches that might initially appear risky within conventional assessment frameworks. Successful innovations, validated through rigorous effectiveness evaluation, can subsequently inform broader institutional reforms through strategic scaling processes adapted to diverse contextual conditions.

5 CASE STUDIES AND EFFECT EVALUATION

5.1 Typical Cases of Teaching Reform in Universities

Northwest University's Economic Management College implementation of the "integration of science and education, unity of learning and research" model demonstrates comprehensive teaching reform addressing multiple dimensions simultaneously[15]. The program's historical development trajectory — from traditional lecture-based instruction through incremental innovations to systematic transformation — illustrates evolutionary reform pathways balancing innovation with institutional stability. The program's five-dimensional reform framework encompasses teaching content optimization aligning theoretical foundations with frontier developments, methodological innovation integrating digital technologies with interactive pedagogies, model extension connecting classroom learning with research experiences, ideological education enhancement integrating value orientation with knowledge transmission, and evaluation system improvement developing comprehensive assessment frameworks.

Implementation outcomes demonstrate substantial improvements across multiple indicators, including increased student

engagement measured through participation metrics, enhanced analytical capabilities demonstrated through research project quality, and strengthened ideological identification reflected in attitudinal surveys. Success factors include strong leadership support providing necessary resources and institutional authorization, faculty development programs building implementation capabilities, and systematic evaluation mechanisms enabling continuous improvement based on empirical feedback. The model's transferability to other institutional contexts depends on careful adaptation addressing specific disciplinary characteristics, student populations, and organizational structures rather than mechanical replication of program components.

Other innovative university reform cases demonstrate diverse approaches to SPECC teaching enhancement. Comprehensive theoretical system reconstruction initiatives have developed coherent frameworks integrating classical Marxist principles with contemporary Chinese innovations, creating conceptual scaffolding that facilitates progressive understanding development[17]. Digital transformation projects have created immersive learning environments enabling experiential engagement with abstract economic concepts, developing intuitive understanding complementing analytical comprehension. International comparison programs have established cross-institutional collaborations examining economic phenomena through multiple theoretical perspectives, developing comparative analytical capabilities essential for operating within globalized economic contexts.

Implementation challenges common across reform initiatives include faculty capability limitations regarding both theoretical understanding and pedagogical innovation, administrative constraints impeding flexible resource allocation and curricular experimentation, and assessment difficulties measuring complex learning outcomes beyond knowledge reproduction. Successful programs have addressed these challenges through strategic sequencing prioritizing capability development before implementation expansion, collaborative structures distributing innovation responsibilities across faculty teams rather than isolated individuals, and developmental evaluation approaches emphasizing improvement rather than summative judgment during initial implementation phases.

Comparative analysis across reform cases reveals common success factors transcending specific institutional contexts. Leadership commitment demonstrated through resource allocation and policy alignment provides essential implementation foundations, while faculty ownership developed through participatory design processes ensures sustained engagement despite implementation difficulties. Systematic evaluation frameworks generating timely feedback enable continuous refinement addressing emergent challenges, while external partnerships connecting academic programs with economic practitioners provide authentic application contexts that demonstrate theoretical relevance beyond classroom environments.

The translation of case-specific innovations into generalizable principles represents a crucial dimension of reform analysis. Effective translation identifies underlying mechanisms connecting specific interventions with observed outcomes, distinguishing contextual contingencies from fundamental relationships that might operate across diverse settings. This analytical approach avoids both overgeneralization that ignores critical contextual dependencies and excessive particularism that prevents cumulative knowledge development across multiple reform initiatives.

5.2 Evaluation of Teaching Reform Effects

Comprehensive evaluation of teaching reform effects requires multidimensional frameworks assessing impacts across diverse domains. Student learning outcome evaluation encompasses theoretical comprehension measured through concept mapping techniques, analytical application demonstrated through case analyses, critical thinking capabilities reflected in theoretical comparisons, and creative synthesis evidenced in original research projects. These diverse measurement approaches provide complementary evidence regarding intellectual development, capturing different aspects of economic understanding that singular assessment methods might overlook.

Faculty development effects constitute another crucial evaluation dimension, examining transformations in instructional capabilities and professional identities. Measurement approaches include teaching practice observations documenting methodological evolution, self-efficacy instruments assessing confidence regarding innovative pedagogies, and reflection analyses examining conceptual developments regarding teaching and learning processes[2]. Longitudinal studies tracking developmental trajectories provide particularly valuable insights into gradual transformational processes that cross-sectional analyses might miss.

Institutional transformation evaluation examines systemic changes beyond individual classrooms or courses, addressing broader organizational structures and cultures. Assessment focuses on policy modifications supporting innovative practices, resource allocation patterns prioritizing teaching enhancement, incentive systems recognizing educational contributions, and collaborative structures facilitating knowledge sharing across traditional boundaries[9]. These institutional dimensions fundamentally determine whether localized innovations sustain and expand or gradually diminish through lack of systemic support.

Comparative methodologies provide valuable tools for assessing relative effectiveness across different reform approaches. Quasi-experimental designs comparing learning outcomes between reformed and traditional programs, while controlling for student characteristics and initial preparation, offer quantitative estimates of reform impacts. Qualitative comparative analysis examining implementation conditions across multiple sites identifies configuration patterns associated with successful outcomes, while process tracing methodologies establish causal connections between specific interventions and observed results. These diverse methodological approaches provide complementary evidence regarding reform effectiveness, addressing different evaluative questions through appropriate analytical techniques.

Impact sustainability represents a critical evaluation dimension frequently overlooked in initial reform assessments. Longitudinal studies examining continued implementation after initial funding periods, practice modifications responding to changing conditions, and diffusion patterns beyond original implementation sites provide crucial evidence regarding long-term significance. Sustainability-focused evaluation identifies mechanisms supporting continued development, including institutional policy alignment, professional community maintenance, and ongoing leadership commitment that transform temporary initiatives into permanent practices.

The relationship between objective measurements and subjective experiences requires careful consideration within evaluation frameworks. While standardized assessments provide comparative metrics facilitating cross-program analysis, they may miss significant dimensions of educational experience captured through qualitative methodologies including interviews, observations, and artifact analyses. Comprehensive evaluation integrates these complementary perspectives, recognizing that meaningful educational transformation encompasses both objectively measurable outcomes and subjectively experienced transformations in engagement, motivation, and professional identity.

5.3 Promotion Value and Long-term Mechanism

The identification and dissemination of successful experiences require systematic knowledge management processes transforming tacit implementation understanding into explicit operational principles. Documentation strategies include detailed case studies capturing contextual conditions alongside intervention descriptions, implementation narratives chronicling developmental trajectories including challenges and adaptations, and methodological guides translating general principles into specific operational procedures[15]. These knowledge products facilitate adaptation rather than replication, providing conceptual resources that implementers can recontextualize within their specific institutional environments.

Scaling processes for expanding successful innovations must navigate tensions between fidelity to core principles and flexibility accommodating diverse contexts. Effective scaling identifies essential elements requiring strict adherence, adaptable components allowing contextual modification, and peripheral features that implementers may substantially transform without compromising fundamental effectiveness. Implementation support structures — including training programs developing necessary capabilities, consultation services addressing emergent challenges, and peer networks facilitating collaborative problem-solving—provide crucial resources for maintaining quality across expansion sites.

Institutional mechanisms supporting continuous improvement establish organizational structures and processes that systematize ongoing enhancement rather than relying on individual initiative. These mechanisms encompass regular review cycles examining current practices against emerging research and changing conditions, resource allocation systems supporting identified improvement priorities, professional development programs building capabilities for implementing enhanced approaches, and recognition systems acknowledging significant contributions to educational advancement[9]. These institutional arrangements transform improvement from occasional projects to ongoing processes embedded within organizational operations.

Knowledge sharing platforms facilitate cross-institutional learning that accelerates improvement through collective experience. These platforms include collaborative repositories collecting teaching resources developed across multiple sites, communities of practice engaging implementers in ongoing dialogue regarding common challenges, and joint research initiatives examining shared questions through coordinated investigation. These collaborative structures create improvement ecosystems transcending individual institutional boundaries, establishing collective intelligence networks that enhance all participating organizations.

Policy support frameworks establish enabling conditions for sustained teaching reform through alignment between institutional initiatives and broader educational systems. These frameworks include curriculum standards providing sufficient flexibility for innovative approaches, evaluation systems recognizing diverse forms of educational excellence, funding mechanisms supporting continuous improvement activities, and professional advancement criteria acknowledging teaching contributions alongside research accomplishments[9]. These policy dimensions fundamentally determine whether localized innovations can expand into systemic transformation or remain isolated exceptions within unchanged educational landscapes.

The establishment of teaching resource sharing mechanisms addresses efficiency and quality challenges through coordinated development rather than duplicated efforts. These mechanisms include collaborative development platforms distributing resource creation across multiple institutions, quality review processes ensuring material accuracy and pedagogical effectiveness, and distribution systems providing convenient access across diverse educational settings. These resource sharing approaches simultaneously reduce development costs while improving material quality through collective expertise application.

6 CONCLUSION AND FUTURE PROSPECTS

6.1 Main Research Findings

The dialectical relationship between theoretical innovation and teaching practice emerges as a fundamental dynamic underlying effective SPECC teaching reform. Theoretical developments — including "new quality productive forces" conceptualization and comprehensive SPECC theoretical system construction — provide essential foundations for curriculum reconstruction, while teaching implementation generates practical insights informing further theoretical

refinement[11]. This reciprocal relationship transforms classrooms into laboratories where theoretical propositions undergo practical testing through application to concrete economic phenomena, generating feedback that enriches theoretical understanding through empirical engagement. Successful teaching reforms establish institutional structures and professional cultures supporting this ongoing dialogue between theoretical development and educational implementation.

Critical success factors for teaching reform demonstrate multidimensional requirements encompassing institutional, professional, and pedagogical dimensions. Institutional factors include leadership commitment providing necessary resources and authorization, organizational structures supporting collaborative innovation, and evaluation systems recognizing educational contributions. Professional factors encompass faculty theoretical understanding combining classical foundations with contemporary developments, pedagogical capabilities integrating traditional and innovative methodologies, and collaborative orientations facilitating knowledge sharing across traditional boundaries[17]. Pedagogical factors include content relevance connecting theoretical principles with contemporary applications, methodological diversity engaging students through complementary learning processes, and assessment alignment measuring intended capabilities rather than convenient indicators.

The integration of ideological education with professional knowledge represents another significant finding, demonstrating possibilities for organic incorporation rather than artificial separation[2]. Effective integration identifies natural connection points between theoretical frameworks and value orientations, demonstrating how economic analyses inevitably incorporate normative dimensions regarding resource allocation, distribution mechanisms, and development priorities. This integration approach transforms ideological education from supplementary content to intrinsic analytical dimension, demonstrating how theoretical frameworks inherently contain value propositions regarding economic organization and social priorities.

The necessity for comprehensive rather than fragmented reform emerges as another crucial insight, highlighting interdependencies between curriculum structures, teaching methodologies, assessment systems, and faculty capabilities[15]. Interventions addressing isolated dimensions without corresponding adjustments across related components typically produce limited and temporary effects, while comprehensive approaches generating systemic alignment achieve more substantial and sustainable transformation. This finding underscores the importance of strategic planning addressing multiple dimensions simultaneously through coordinated implementation rather than isolated interventions targeting specific components without broader systemic consideration.

The critical role of faculty development as reform foundation rather than supplementary component represents another significant finding. Successful initiatives prioritize capability building before implementation expansion, recognizing that reform effectiveness fundamentally depends on instructional execution rather than design specifications alone. This development encompasses theoretical understanding enabling instructors to connect classical principles with contemporary applications, pedagogical capabilities supporting methodological diversification beyond traditional approaches, and collaborative skills facilitating knowledge sharing across traditional boundaries[17]. These multidimensional capabilities enable instructors to implement reforms as designed while making intelligent adaptations addressing emergent implementation challenges.

The importance of contextual adaptation rather than standardized implementation emerges as another crucial insight, highlighting how effective reforms respond to specific institutional environments, student characteristics, and disciplinary contexts. This finding challenges simplistic replication approaches that transfer program models without careful consideration of implementation conditions, instead emphasizing principle-based adaptation that maintains core effectiveness factors while accommodating contextual particularities. This adaptive approach requires systematic analysis of local conditions alongside clear articulation of fundamental principles, enabling implementers to make intelligent modifications enhancing rather than compromising reform effectiveness.

6.2 Theoretical and Practical Significance

Contributions to SPECC disciplinary construction encompass multiple dimensions including theoretical framework development, methodological approach refinement, and pedagogical innovation. Teaching reforms have facilitated theoretical system clarification through curriculum reconstruction necessitating explicit articulation of organizational principles, conceptual relationships, and analytical frameworks[16]. Methodological contributions include pedagogical approaches demonstrating theoretical applications across diverse contexts, developing analytical techniques that students can transfer to novel situations. Discourse system enhancement represents another significant contribution, developing accessible explanations communicating complex theoretical principles to non-specialist audiences, thereby expanding SPECC's influence beyond specialized academic circles.

Implications for higher education economic reforms extend beyond SPECC courses to broader disciplinary development. The integration of ideological education with professional knowledge demonstrates approaches applicable across multiple economics courses, transforming potential tensions into complementary dimensions enhancing both normative understanding and analytical capability[2]. Interdisciplinary integration strategies provide models for economics education more broadly, illustrating how diverse perspectives can enrich economic analysis without sacrificing theoretical coherence. Digital transformation approaches demonstrate technological applications enhancing economics instruction through visualization, simulation, and interactive engagement applicable across various economics courses.

Contributions to ideological education effectiveness include pedagogical approaches demonstrating how theoretical

frameworks inherently contain value orientations that instructors can explicitly examine rather than implicitly transmit. Case-based methodologies contextualizing abstract principles within concrete situations develop students' capabilities for applying theoretical frameworks to novel contexts, facilitating transfer beyond classroom environments[17]. Discourse development enhancing communicative effectiveness represents another significant contribution, developing language connecting theoretical concepts with students' lived experiences and future professional contexts, thereby increasing perceived relevance and applicability.

Practical applications for economic theory teaching extend beyond SPECC to broader economics education, offering methodological approaches enhancing instructional effectiveness across diverse theoretical traditions. Problem-based learning structures demonstrating theoretical application to concrete challenges, visualization techniques making abstract concepts perceptually accessible, and progressive complexity sequencing facilitating conceptual development represent pedagogical innovations with broad applicability. Assessment approaches measuring analytical capability rather than knowledge reproduction similarly offer valuable tools for economics education generally, providing evaluation methods aligned with desired learning outcomes rather than administrative convenience.

Policy implications for educational reform encompass institutional structures, resource allocation, and evaluation systems supporting teaching innovation. Developmental evaluation approaches emphasizing improvement rather than summative judgment during initial implementation provide supportive conditions for experimentation addressing complex educational challenges[9]. Faculty development models building implementation capabilities before expecting performance transformation establish realistic timelines for meaningful change. Collaborative structures distributing innovation responsibilities across faculty teams rather than isolated individuals create sustainable implementation capacity resistant to individual departures or enthusiasm fluctuations.

Contributions to China's educational modernization include models demonstrating theoretical confidence while maintaining international engagement, establishing distinctive approaches based on Chinese educational traditions while selectively incorporating international innovations[18]. The integration of classical wisdom with contemporary science creates educational approaches aligned with cultural contexts while incorporating evidence-based practices from educational research. Technological integration strategies demonstrate possibilities for enhancing traditional strengths through modern tools rather than replacing established approaches with imported models, developing distinctively Chinese educational technologies responsive to specific contextual conditions.

6.3 Research Limitations and Future Directions

Methodological limitations of current research include insufficient empirical investigation employing rigorous quantitative methodologies to evaluate teaching effectiveness. Quasi-experimental studies comparing learning outcomes between reformed and traditional approaches, controlling for student characteristics and initial preparation, would provide more definitive evidence regarding reform impacts than currently available descriptive accounts. Longitudinal investigations examining sustained effects beyond immediate implementation periods would address critical questions regarding impact durability that cross-sectional analyses cannot address. Mixed-methods studies integrating quantitative outcome measures with qualitative process analyses would provide more comprehensive understanding of how specific interventions generate observed effects.

Theoretical gaps requiring further investigation include insufficient articulation regarding the relationship between SPECC theoretical frameworks and broader economics education. Research examining potential integration approaches maintaining theoretical distinctiveness while facilitating interdisciplinary dialogue would address current fragmentation between SPECC and other economics courses[16]. Studies exploring effective sequencing between foundational theories and contemporary applications would provide guidance for curriculum development currently lacking empirical basis. Investigations examining students' conceptual development trajectories would inform instructional sequencing decisions regarding optimal progression through increasingly complex theoretical formulations.

Implementation challenges requiring further research include faculty development approaches building capabilities for innovative teaching within institutional contexts emphasizing research productivity. Studies examining effective incentive structures supporting educational investment alongside research activities would address persistent tensions affecting reform implementation[9]. Investigations exploring administrative structures facilitating resource allocation flexibility necessary for innovative teaching would provide practical guidance for institutional leaders navigating bureaucratic constraints. Research examining successful change management strategies within academic environments characterized by decentralized authority and professional autonomy would enhance understanding of effective reform leadership.

Emerging research frontiers include digital transformation impacts on economics education, examining how technological tools transform not merely instructional delivery but fundamental cognitive processes underlying economic understanding. Studies investigating artificial intelligence applications in economics education—including adaptive learning systems responding to individual developmental trajectories and intelligent tutoring systems providing personalized guidance—would illuminate potential technological contributions to instructional enhancement[4]. Research examining virtual reality applications creating immersive economic environments would provide insights regarding experiential learning possibilities previously unavailable through traditional methodologies.

International comparative research represents another promising direction, examining diverse approaches to political economy education across different national and institutional contexts. Studies comparing theoretical frameworks, pedagogical methodologies, and institutional arrangements would identify alternative models potentially adaptable to

Chinese contexts. Collaborative research initiatives involving international partnerships would facilitate mutual learning while developing comparative analytical capabilities essential for operating within globalized academic environments. These international perspectives would enrich domestic reform initiatives through expanded awareness of possibilities beyond familiar institutional arrangements.

The developmental trajectory of political economy education in digital contexts represents another significant research frontier. Studies examining changing disciplinary boundaries as technological innovation transforms economic activities would provide guidance for curriculum development addressing emerging phenomena beyond traditional categories[4]. Research investigating changing educational expectations among digitally native students would inform pedagogical innovation responsive to evolving learning preferences. Studies examining economics education's role within lifelong learning systems would address questions regarding continuing professional development beyond traditional degree programs. These forward-looking investigations would ensure SPECC teaching remains relevant within rapidly evolving educational and economic landscapes.

In conclusion, SPECC teaching reform represents a multidimensional undertaking encompassing theoretical reconstruction, pedagogical innovation, faculty development, and institutional transformation. The complexity of this undertaking reflects both challenges and opportunities, requiring comprehensive approaches addressing interdependent dimensions simultaneously while allowing contextual adaptation responding to specific institutional environments. The continuing development of SPECC teaching quality constitutes not merely an educational imperative but a strategic priority, developing intellectual resources essential for understanding and advancing China's distinctive modernization path while contributing Chinese perspectives to global economic discourse.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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